Impact of Student Motivation to Study Abroad on Development of a Global Perspective

Presenters
- Phil Anderson, Ph.D.
- University of St. Thomas
- Leigh Lawton, Ph.D.
- University of St. Thomas
- Ann Hubbard, M.A.
- AIFS Study Abroad

Project Background
Asked AIFS semester students to voluntarily complete online:
- 40-question pre- and post-semester Global Perspectives Inventory (GPI)
- 37-question Motivation to Study Abroad (MSA) survey prior to start of semester

Demographic Profile
- N = 221
  - 43 fall 2013
  - 130 spring 2014
  - 48 fall 2014
- Gender:
  - 176 (80%) women
  - 45 (20%) men
- 19 different AIFS Program Sites in 15 different countries

Categorizing & Coding

Academic Program Type
- Direct-enroll at national universities
- Courses for international students
- Courses designed for U.S. students only

Categorizing Program Features

Accommodation
- Homestay
- Student Apartment shared with other U.S. students
- Integrated Dormitory Living

Language of Instruction
- Non-English (all or most courses in target language)
- English (many on non-English-speaking sites)
The Global Perspectives Inventory

Three dimensions:
- **Cognitive:**
  - **Knowing:** Awareness of importance of cultural context in prioritizing what is important
  - **Knowledge:** Understanding of impact of cultures on society
- **Intrapersonal:**
  - **Identity:** Awareness of one’s values and self-identity
  - **Affect:** Acceptance of different cultural perspectives
- **Interpersonal:**
  - **Social Interaction:** Engagement with others of different cultural backgrounds
  - **Social Responsibility:** Commitment to “common good”

Definition of a Global Perspective

A global perspective is the capacity and predisposition for a person to think with complexity taking into account multiple perspectives, to form a unique sense of self that is value based and authentic, and to relate to others with respect and openness especially with those who are not like her.

Lora Blockamp

The Global Perspective Inventory Construct & Scales

**Cognitive Scales**
- **Knowing**
  - In different settings what is right and wrong is simple to determine.
  - Cultural differences make me question what is really true.
  - Knowledge
    - I am informed of current issues that impact international relations.
    - I know how to analyze the basic characteristics of a culture.

The Global Perspective Inventory Construct

& Scales

**Intrapersonal Scales**
- **Identity**
  - I have a definite purpose in life.
  - I can explain my personal values to people who are different from me.
- **Affect**
  - I am accepting of people with different religious and spiritual traditions.
  - I do not feel threatened emotionally when presented with multiple perspectives.

Connecting Experiences to Outcomes: The 3x3 Chart

**EXPERIENCES**

- Cognitive
- Intrapersonal
- Interpersonal

**OUTCOMES**

- Curricula
- Co-curriculum
- Community

<table>
<thead>
<tr>
<th>What do we want students to be and become in terms of developing holistic and global perspective?</th>
<th>What can students experience in college that are most promising in fostering these desired student learning outcomes?</th>
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<tbody>
<tr>
<td>EXPERIENCES</td>
<td>OUTCOMES</td>
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<tr>
<td>Cognitive</td>
<td>Intrapersonal</td>
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Cognitive Knowledge | Interpersonal Identity | Affect | Interpersonal | Reasonable | Interpersonal | Reasonable | Interpersonal | Reasonable | Interpersonal | Reasonable | Interpersonal | Reasonable |
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* Significant beyond 0.01

Cognitive Knowledge consists of only three items due to changes in instrument.

Motivation to Study Abroad

Learn about the world
- Broaden my horizons
- Interact with people from other countries

Personal development
- Increase my self-confidence
- Learn to handle new circumstances

Career development
- Enhance my employment prospects
- Gain in-depth knowledge in my chosen field

Entertainment
- Experience the local nightlife (clubs, bars, etc.)
- Have a romantic encounter

Motivation to Study Abroad and Gender Differences

Learn about the world
- No significant difference between men and women

Personal development
- No significant difference between men and women

Career development
- No significant difference between men and women

Entertainment
- Not significant, but women slightly higher (p=0.053)

Motivation to Study Abroad and GPI

Learn about the world
- Relatively low positive correlation with GPI scales (R², 5-10%)

Personal development
- No significant correlation with GPI scales

Career development
- Low positive correlation with GPI scales (R², 2-5%)

Entertainment
- Low negative correlation with GPI scales (R², 2-8%)
**Motivation to Study Abroad and Changes in GPI**

Learn about the world
- No significant correlation with GPI scales

Personal development
- No significant correlation with GPI scales

Career development
- No significant correlation with GPI scales

Entertainment
- No significant correlation with GPI scales

**Motivation to Study Abroad and Program Features**

Entertainment
- Accommodation
  - Homestay group scored lower on "Entertainment" than Integrated or US

**General Conclusions**

Significant pre/post increases on all GPI scales

Motivations for studying abroad:
- Are related to Pre-GPI scores
- Have no significant effect on changes in GPI
- Have little impact on chosen program features
- Are not related to gender

**Future Research**

Increase in data collection to analyze:
- Do different programs attract different types of students?
- Different GPI "Profiles"?
- Different Gains in GPI Scales?
- Different MSA "Profiles"?

Instruments Improvement
- Further refinement of MSA
- Alternatives to GPI?

**Discussion Questions**

Is anyone examining or surveying student motivation for any (other) reasons (ex: for program promotion)?

How do these results align with your experience working with students?

If you are using an assessment tool on your programs, is it measuring what you intend for it to measure? What challenges and successes can you share?

Are any of the results cause for us to encourage (or require) students to participate in programs with certain characteristics in order to achieve specific objectives?

How to you ensure sufficient response rates in optional online surveying?